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ABSTRACT

The impact of the college core curriculum at Banning High School, Wilmington, California, was assessed by comparing the secondary and postsecondary experience of its June 1980 graduates with that of alumni who graduated in 1976 before the program began. The college core curriculum at Banning, which serves a predominantly low-income, ethnic minority population, is designed to improve the academic performance and college persistence of graduates. It was found that approximately one-third of the school's students enroll in this curriculum and that, in comparison to their 1976 college-bound counterparts, the first graduating class of the curriculum took considerably more of the courses required for admission to the University of California, particularly in mathematics and English. Additional findings include: more graduates of the program attended four-year institutions, particularly the State University, compared to the college-going members of the class of 1976; the proportion of the entire graduating class attending college has increased; and 1980 graduates of the program performed better at the University of California during their first year than did 1976 graduates, and considerably better than their 1980 non-college core curriculum counterparts. (SW)

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COLLEGE PARTICIPATION AMONG GRADUATES OF THE COLLEGE CORE CURRICULUM AT PHINEAS BANNING HIGH SCHOOL

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 TWELFTH STREET, SACRAMENTO, CALIFORNIA 95814

82-28

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
POLICY DEVELOPMENT COMMITTEE
JULY 19, 1982
TAB 10

BRIEF

INFORMATION ITEM: College Participation Among Graduates of the College Core Curriculum at Phineas Banning High School

SUMMARY:

The College Core Curriculum at Banning High School in Wilmington seeks to improve the academic performance and college persistence of Banning graduates. This program, initiated in 1976, operates with no special funding within a high school serving a predominantly low-income, ethnic minority student body.

The following staff report assesses the impact of the College Core Curriculum by comparing the secondary and postsecondary experience of its June 1980 graduates with that of Banning alumni who graduated prior to its creation.

Responsible staff: Griselda Castro.

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BACKGROUND

In the Commission's recent report, Equal Educational Opportunity in California Postsecondary Education, Part IV (April 1982), the Commission concluded that the greatest barrier to equal educational opportunity continues to be the poor academic preparation of students at the secondary school level. It emphasized the need to strengthen college preparatory programs in the schools and improve their articulation with college curricula:

> The major priority in the State effort during the next five years should be to strengthen the basic college preparatory curriculum in mathematics, English, and science at California's junior and senior high schools. This effort must involve cooperation among secondary and postsecondary educators, parents, and local school boards (p. 25).

Until recently, few comprehensive efforts in this direction existed among the State's high schools, and little empirical evidence has been available about their effects. Now, however, encouraging data exist about the impact of at least one of these programs: the College Core Curriculum at Phineas Banning High School in the Los Angeles Unified School District.

The College Core Curriculum operates with no special funding within a high school comprised of predominantly low-income ethnic minority students. It represents a self-motivated comprehensive effort to improve the college performance and persistence of Banning graduates, and it illustrates what can be accomplished with existing resources at the local level to overcome some of the educational barriers to college studies so characteristic of students from low socioeconomic backgrounds.

SETTING OF THE COLLEGE CORE CURRICULUM

Phineas Banning High School, the fifth largest high school in the Los Angeles Unified School District, is located in the Los Angeles Harbor community of Wilmington. It enrolls some 3,200 students in grades 10 through 12, 88 percent of whom are minority. Mexican Americans make up 38 percent of the total; Blacks form 35 percent; and students from Filipino, Samoan, and other Asian backgrounds comprise 14 percent.

In 1976 the College Core Curriculum was conceptualized and implemented by two of Banning's college advisors, Phyllis Hart and Helen Monahan, and one advanced placement teacher, Rayilyn Brow. The program is designed to identify potential college-bound students at Banning's feeder junior high schools and upgrade the Banning curriculum through sequencial learning that challenges and motivates students to achieve and maintain academic excellence. Its goals are: (1) to raise the aspiration level of students and improve their self-concept; (2) to get as many students as possible to complete the University of California's "A through F" pattern of courses; and (3) to have more students receive college grants and scholarships.

The program stemmed from the report of Banning alumni about their college experiences. During the early 1970s, many Banning graduates enrolled in Community Colleges and other postsecondary institutions, but according to school records less than 5 percent of those going to college attended independent four-year institutions or the University of California. While the 20 to 30 graduates a year (most of them non-minority) who had taken academically enriched honors advanced placement classes generally reported successful academic experiences, the majority of the others indicated they had not received adequate preparation for academic survival in college. Many needed to undertake remedial courses or were placed on academic probation. Some had to change from mathematics- and science-based majors to humanities. Others had to withdraw from college.

Implementing the program at Banning involved (1) eliminating the limited, traditional "honors" and advanced placement courses; (2) establishing links to feeder junior highs and postsecondary institutions; (3) upgrading and standardizing the high school curriculum especially in the areas of reading, writing, mathematics, critical thinking, and literary analysis; (4) establishing a strong counseling and parental network emphasizing uniformity in the dissemination of information; and above all (5) changing the expectations of students, teachers, and administrators.

After school administrators researched and confirmed the need for the program, implementation was possible because of the commitment of school principal James Hanley, a core of teachers willing to participate in the program, and a college advisor who coordinated all aspects of the program.

The College Core Curriculum essentially operates as a school within a school, structured around the University of California's "A through F" high school course admission requirements. Banning's College Core Curriculum advisor and counselors make presentations on the program and on postsecondary and career opportunities in the ninth grade English classes of all feeder junior high schools. When a list of potential College Core Curriculum students is com-

piled, the Banning staff meet with the group to explain the program in greater detail. They stress that participation in the program means (1) completing a rigorous curriculum, (2) commiting oneself to homework, (3) developing study habits and time management skills, and (4) becoming eligible for admission to the University of California.

Students are selected during the ninth grade by (1) self-referral, (2) teacher recommendation of high potential students who might not otherwise identify themselves, or (3) recommendation of ninth grade counselors familiar with students' overall and academic abilities. Students expressing a desire to learn and a commitment to study are accepted into the program even if their grades and achievement test scores do not reflect the probability of academic success, as long as a support network is available to address the students' academic deficiencies. The parents of program participants are asked to express commitment to the program by signing a letter of participation.

Students selected to participate in the program are placed in college preparatory English, mathematics, science, and foreign language classes in their first year (tenth grade) at Banning. Each of these classes is designed to emphasize study skills and methods for that subject area. Students are encouraged to form study groups for each of these discipline areas. College work study students are hired and trained by program staff to provide individual and group tutoring for the participants.

The College Core Curriculum counseling unit monitors the progress of all students in the program, organizes career exploration seminars, supervises a peer counseling program, acts as the coordinating body in administering the program, and facilitates monthly organizational meetings among program teachers.

In addition, an Academic Booster Club of parents, modeled after the booster clubs for athletic teams, serves as a positive support group for program teachers and administrators by raising funds for scholarships, providing teacher and student incentive awards, hosting various school functions, and disseminating a newsletter to parents of students in the program.

Links with the University of California have been established through the Office of Academic Inter-institutional Programs at UCLA, created in 1979 to revitalize the University's collaboration with schools and ensure adequate preparation of prospective students. This office works with school district administrators to influence decisions about college preparatory curricula and runs teacher development seminars and summer institutes to stimulate rethinking of curricula and standards. As part of this cooperation

between University faculty and College Core Curriculum teachers, the UCLA faculty recently completed an evaluation of textbooks used in the program and indicated that they met the University's standards of "good or excellent" preparation for the freshman year.

Other college and university resources used by program staff include visits and seminars offered by student affirmative action program representatives, testing programs to diagnose skill deficiencies (such as UC's administration of Subject A exams for eleventh graders), and student interns sponsored by the University's Early Outreach program. These interns are trained and supervised by the Curriculum's college advisor to provide important first-hand information regarding college life to participants in the program. In addition, College Core Curriculum staff coordinate or utilize MESA, Upward Bound, Talent Search, University Partners, and honors programs in nearby colleges for College Core Curriculum students.

ASSESSING THE IMPACT OF THE COLLEGE CORE CURRICULUM

Approximately one-third of Banning students now enroll in the College Core Curriculum, and the program seems to have been successful in achieving at least two of its objectives: increasing both (1) the number of students who complete college preparatory courses, and (2) the number of ethnic minorities graduating from Banning and enrolling in college. Data are not yet available to determine if there has been an increase in the number of graduates receiving college grants and scholarships.

The Commission staff research upon which these conclusions are based compared the high school and college academic experience of the "college-bound" members of Banning's graduating class of 1976 with the first College Core Curriculum graduates in the class of 1980. The purpose of this report is to assess the effects of the program rather than evaluate the total curriculum.

To identify the college-bound seniors from 1976, the staff relied on a list of graduating seniors who had accepted admission offerings by postsecondary institutions--a list which Banning first published in its commencement brochure of 1976. The high school and college records of the 153 students listed on this 1976 college-bound roll were compared with the 210 seniors in the College Core Curriculum in 1980. (The female and male distribution is roughly the same for both groups, with females comprising approximately 60 percent of each.)

The staff examined the following factors for each group:

High School

1. Number of A through F high school courses completed;

2. Number of advanced English, mathematics, and science courses completed;

3. Number of students completing all A through F required courses with a grade of C or better;

4. Mean high school cumulative GPA for each group; and

5. Mean SAT verbal and mathematics scores for each group.

College

1. Type of institutions attended;

2. Choice of academic majors in freshman year;

3. Mean number of college units attempted and completed per student in each group;

4. Mean college cumulative grade-point average at the end of the freshman year for each group; and

5. College persistence through the freshman year.

For the high school comparisons, the Commission staff reviewed information regarding college preparatory courses taken, cumulative grade-point averages, and SAT scores from the high school transcripts of the 153 students from 1976 as well as from 201 transcripts that were available for the 210 College Core Curriculum students who were twelfth graders in 1980. For the postsecondary comparisons, the staff obtained information on college enrollment from students' families and on college performance from students' college transcripts. In describing the differences between the graduating classes of 1976 and 1980, the staff has been conscious of four limitations of the study:

1. As a descriptive study, it involves no controlled independent variables and no control over the diverse intermediate variables that affect student performance.

2. Follow-up comparisons of alumni were difficult because of limited address information for their parents, low response rate among parents, and lack of high school and college records on some students.

3. Because the 1980 graduates are now only in their second year of college, college experiences have been reviewed only for the freshman year. However, since a disproportionate number of low-income, ethnic minority students drop out of college before completing the freshman year, persistence through the first year is in itself a significant fact.

4. The 1980 graduates were the first group to go through the entire College Core Curriculum, which has evolved continually since 1976. These students did not have access to some of the program's support services which have been implemented and refined since 1976, as a result of continual assessment of student needs.

HIGH SCHOOL PERFORMANCE OF THE 1976 AND 1980 GRADUATES

A Through F Courses Completed

The admission standards of the University of California required that both the 1976 and 1980 graduates complete the following "A through F" pattern of courses in high school: (a) one year of U.S. history or history and government; (b) three years of English after eighth grade; (c) one year of algebra and one year of geometry, trigonometry, or other advanced mathematics; (d) one year of laboratory science; (e) two years of a foreign language; and (f) either another year of advanced mathematics, laboratory science, or foreign language.

The College Core Curriculum has made considerable progress toward its goal of increasing the number of A through F courses completed by Banning students. Between 1976 and 1980, the average number of A through F semester courses completed per student increased by 4.5--from 16.2 to 20.7 courses--thereby increasing the opportunity for more students to meet the University's A through F requirements (see Table 1). The most significant increases in the number of A through F semester courses completed were in the areas of mathematics and English. While the students' average number of science courses rose only slightly (from 3.2 to 3.3), their average number of college preparatory mathematics courses grew 72.0 percent (from 2.5 to 4.3), and their average number of college preparatory English semester courses completed expanded 56.8 percent (from 3.7 to 5.8). The number of students completing all of the A through F course requirements with a grade of C or better more than doubled, increasing from 30 to 66 students, a 13.2 percentile point increase.

TABLE 1

COLLEGE PREPARATORY COURSE COMPLETION BY BANNING'S
1976 COLLEGE-BOUND GRADUATES AND 1980
COLLEGE CORE CURRICULUM SENIORS

	1976 (N=153)	1980 (N=201)
Total "A through F" Semester Courses Completed in Grades 9 to 12*		
Number	2,479	4,162
Average Per Student	16.2	20.7
"A through F" Semester Science Courses Completed in Grades 10 to 12		
Number	485	663
Average Per Student	3.2	3.3
"A through F" Semester Mathematics Courses Completed in Grades 9 to 12		
Number	387	868
Average Per Student	2.5	4.3
"A through F" Semester English Courses Completed in Grades 10 to 12		
Number	560	1,164
Average Per Student	3.7	5.8
Students Who Completed All "A through F" Required Courses With a Grade of C or Better		
Number	30	66
Percent	19.6%	32.8%

*Includes ninth grade algebra and foreign languages taken in junior high school.

Source: California Postsecondary Education Commission

High School Grade-Point Averages

The high school grade-point average of the 1980 graduates decreased slightly as compared to the average of the 1976 graduates. Cumulative grade-point averages are available for 151 and 186 students on the 1976 and 1980 transcripts, respectively. The mean for students in 1976 was 2.95 on a four-point scale with a range from 1.38 to 4.0. The mean in 1980 was 2.75--a drop of two-tenths of a grade point--with a range from 1.41 to 3.96. The standard deviations from the 1976 and 1980 mean GPAs were .58 and .52, respectively.

The drop of .2 grade points between 1976 and 1980 may be related to (1) a decline in student performance over the four-year period; (2) weaker elementary and junior high school preparation; (3) a decline in student grades because the courses are more rigorous; (4) some grade deflation because of higher teacher expectations; or (5) an increase in the size of the group with a wider variability of performance levels.

Scholastic Aptitude Test Scores

The SAT scores show a slight increase for the 1980 College Core Curriculum graduates, as compared to Banning's 1976 college-bound seniors. The data regarding SAT scores for the 1980 graduates are not complete. The available data are summarized on Table 2, which

TABLE 2

MEAN SCHOLASTIC APTITUDE TEST SCORES
FOR 1976-76 AND 1979-80 SENIORS

	1975-76		1979-80	
	Verbal	Math	Verbal	Math
Nationwide	431	472	424	466
California	430	470	424	472
All Banning High School Seniors*	346	387	335	384
Banning College-Bound or College Core Curriculum Seniors**	374	424	378	437

*These seniors include 272 in 1975-76 and 276 in 1979-80 who took the SAT at any time during their high school years up to the spring quarter of their senior year.

**These seniors include 118 in 1975-76 and 119 in 1979-80 study groups whose SAT scores were available.

Source: California Postsecondary Education Commission and College Entrance Examination Board APT.

indicates the difference in mean SAT scores for the 1976 and the 1980 groups, along with national and State means and the mean scores for all Banning graduates who took the test. There were 118 SAT scores (or 77.1 percent) recorded among the 153 transcripts of 1976, compared to 119 (or 59.2 percent) among the 201 transcripts of 1980. The number of all 1976 and 1980 Banning seniors taking the exam remained approximately constant. The 1980 College Core Curriculum seniors for whom scores are available scored higher on the average in the combined verbal and mathematics portions of the test than their 1976 counterparts. The opposite trend occurred for Banning students in general, as well as for students nationwide and in California. Indeed, the 1980 College Core Curriculum seniors scored 43 and 53 points higher in the verbal and mathematical portions of the test, respectively, than all of Banning's seniors who took the test in 1979-80, while the 1976 college-going group scored only 28 and 37 points higher than all of Banning's 1975-76 senior test takers.

Combined SAT scores for Banning's 1976 college-bound seniors ranged from 430 to 1,260 with a mean of 798. Total scores for 1980 College Core Curriculum seniors were somewhat higher, ranging from 500 to 1,290 with a mean of 815--an increase of 17 points. In contrast, total SAT scores nationally declined 13 points between the two years, California scores declined 4 points, and Banning's total test takers' scores declined by 14 points.

As is characteristic of schools in low-income areas, Banning's mean SAT scores, including those of students in the College Core Curriculum, are significantly lower than national and State means. However, the difference between the scores appears to be continuing to narrow, as evidenced by scores among 1981 College Core Curriculum graduates shown in Table 3. While combined scores nationally increased by 4 points between 1979-80 and 1980-81--from a total of 890 to 894, and California scores rose by 5 points--from 896 to 901, those of Banning's College Core Curriculum students jumped by 32 points--from 815 to 847.

TABLE 3

MEAN SCHOLASTIC APTITUDE TEST SCORES
FOR 1980-81 SENIORS

	Mean Verbal	Mean Mathematics
Nationwide	428	466
California	426	475
Banning College Core Seniors (N=122)	402	445

Source: Banning High School and College-Entrance Examination Board APT.

Such increases in the mean SAT scores of College Core Curriculum students, as well as other evidence presented above, indicate success of the program in improving the college preparation of its students, particularly since the program has had to compensate for what has been, at least until recently, declining preparation of students prior to high school. In this regard, the eighth grade achievement scores of the 1980 College Core Curriculum seniors indicate that approximately half of them had been below grade level in reading, and approximately a third had been below grade level in mathematics prior to entering the program in the ninth grade.

Given the influx of immigrants into the Wilmington area during the past decade, the problem of English as a second language may be a contributing factor to the low achievement scores in reading of so many College Core Curriculum students. Data on the ethnic background of students in the study are not available, but ethnic data on Banning students who took the Scholastic Aptitude Tests in 1976 and 1980 indicate a general increase in the number and proportion of minority students between the two years (Table 4). There has been a drop in the number of white students from Banning taking the test--from 46 in 1976 to 21 in 1980--which reflects the changing ethnic composition of the student body.

TABLE 4

ETHNIC BACKGROUND REPORTED BY 1976 AND 1980 BANNING SENIORS TAKING COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATIONS

	1976		1980	
	Number	Percent	Number	Percent
American Indian	4	1.8%	4	1.5%
Black	67	30.9	106	39.7
Mexican-American	43	19.8	70	26.2
Asian	50	23.0	54	20.2
Puerto Rican	1	0.5	3	1.1
White	46	21.2	21	7.9
Other	6	2.8	9	3.4
Total Minority Students	171	78.8	246	92.1
Total Students Responding to Student Descriptive Questionnaire	217	100.0%	267	100.0%

Source: College Entrance Examination Board ATP Summary Reports.

POSTSECONDARY EXPERIENCES

Postsecondary Plans

Banning's 1976 college-bound roster consisted of 153 students planning to attend 35 different colleges or vocational schools from a graduating class of 731. The 1980 roster doubled, with 313 students planning to attend 55 different institutions among a graduating class of 845. In other words, 37 percent of the 1980 graduating class identified themselves as college-bound, compared to only 21 percent in 1976.

The staff of the College Core Curriculum suspect that the program has had a "rub-off" effect of raising the aspiration levels of students not in the program, thereby increasing the percentage of Banning seniors who plan to attend college. Approximately one-third of the students listed in the 1980 roster were not College Core Curriculum participants, and most of them planned to attend local Community Colleges. Of the 145 seniors planning to attend Community Colleges--an increase of 114 over the 31 planning to do so in 1976--approximately 75 percent were not College Core Curriculum participants. One-hundred fifty-six students in 1980 planned to study at four-year institutions, compared to 113 in 1976. Among them, 60 had gained admission to the University of California or private universities, compared to only 48 in 1976. Thus Banning's graduating class of 1980 included a larger number of students aspiring to continue their education across a more diverse set of institutions.

Postsecondary Enrollment

Because many students change their college plans after graduating from high school, actual college attendance differs from college-going plans. To determine actual college attendance of the Banning students, Commission staff sent a survey to parents of students in both graduating classes. Of the 151 surveys mailed to parents of the class of 1976, 47 were returned for a response rate of 31.1 percent. Of 188 surveys mailed to parents of College Core Curriculum seniors in 1980, 87 were returned for a response rate of 46.3 percent. Table 5 summarizes these responses.

Given the response rate, generalizations about all 1976 and 1980 graduates are risky; however, among the respondents, more enrolled in the California State University in both years than in any other type of institution, and more attended independent colleges and universities than either the University of California or the Cali-

fornia Community Colleges. Only a few respondents--three out of 134--attended a private vocational or technical school.

Among those students who did not enroll in postsecondary schools, the common alternatives were military service or employment as technicians, sales clerks, and secretaries. Among the 12 graduates of 1976 who attended more than one undergraduate institution during their first two years of college, three transferred from four-year to two-year institutions. Among the 16 College Core Curriculum participants from the class of 1980 who transferred, nine went from four-year to two-year institutions.

Comparing the 1976 sample of 47 respondents with the 1980 sample of 87 respondents, a larger number of 1980 students than 1976 students attended public and independent four- and two-year colleges. The num-

TABLE 5

COLLEGE ATTENDANCE BY 47 BANNING GRADUATES OF 1976 COLLEGE-BOUND AND 87 COLLEGE CORE CURRICULUM GRADUATES OF 1980

	1976	Percent	1980	Percent
California State University	16	34.0%	27	31.0%
Independent Four-Year Colleges and Universities	10	21.3	16	18.4
University of California	9	19.1	12	13.8
California Community Colleges	5	10.6	15	17.2
Out-of-State Public Four-Year Colleges	1	2.1	1	1.2
Private Vocational Schools	1	2.1	0	0.0
Other Technical Institutes	1	2.1	1	1.2
Did Not Attend College	4	8.5	15	17.2
Number Attending Four-Year Colleges and Universities	36	76.6	56	64.4
Number Attending More Than One Institution Within Two Years	12	25.5	16	18.4

Source: California Postsecondary Education Commission

ber who enrolled in four-year colleges in fall 1980 increased by 20 compared with those enrolling in fall 1976. The number who enrolled in Community Colleges increased by 10--from five to 15. If these facts from the samples are true for all College Core Curriculum graduates at large, they would indicate that the program has been successful in increasing the college-going rate of low-income, ethnic minority students attending Banning.

First Year College Performance

Data on the first year college performance of 1976 and 1980 Banning graduates have been obtained from the colleges most often attended by Banning graduates: three State University campuses, three University of California campuses, two independent universities with selective admissions criteria, and two local Community Colleges.

Given the short schedule of the study, data for Banning graduates was not available for some of these institutions. At other campuses, information on college majors and grade-point averages was not available, since it is not documented on the students' transcripts prior to college graduation. Nonetheless, information was received for 35 of the 1976 college-bound students (22.9 percent) and 104 of the 1980 College Core Curriculum students (33.2 percent).

Table 6 summarizes the information gathered on college performance. Given the limitations of these data, a few conclusions can be drawn:

1. Although college grade-point averages are normally lower than high school grade-point averages for all students at the University and State University, the GPA drop for the sample of 1980 College Core graduates appears to be less than for the 1976 graduates who attended these institutions. Such a finding may reflect a low rate of grade inflation at Banning since the inception of the program, or the better preparation of students for university-level work.

2. 1980 College Core Curriculum graduates admitted by regular or special action achieved a higher grade-point average at the University of California than did either their non-College Core Curriculum counterparts or the 1976 Banning graduates.

3. 1980 Banning graduates who did not participate in the College Core Curriculum were less successful at the University of California than were program participants. Three out of four withdrew prior to the completion of their first year, compared to one out of 17 of the College Core Curriculum group.

TABLE 6: FIRST-YEAR COLLEGE PERFORMANCE OF 1976 AND

Institution and Number of Students	Average High School GPA	Average College GPA	Average GPA Difference
CALIFORNIA STATE UNIVERSITY (3 campuses)			
Regular Admission:			
1976 (7)	3.10	2.67	- .43
1980 College Core Curriculum (15)	2.92	2.64	- .28
1980 Non-College Core Curriculum (17)	2.47	2.35	- .12
Special Action:			
1976 (6)	2.70	2.20	-0.50
1980 College Core Curriculum (17)	2.60	2.32	- .28
1980 Non-College Core Curriculum (12)	2.32	2.36	+ .04
UNIVERSITY OF CALIFORNIA (3 campuses)			
1976 (11)*	3.5	2.1	-1.4
1980 College Core (Regular Admission) (13)	3.3	2.4	- .9
1980 College Core (Special Action) (4)	3.0	2.6	- .4
1980 Non-College Core Curriculum (4)	3.2	1.4	-1.8
INDEPENDENT FOUR-YEAR COLLEGES AND UNIVERSITIES (1 in 1976; 2 in 1980)			
1976 (7)	3.28	2.67	- .54
1980 College Core Curriculum (5)	3.67	2.69	- .98
1980 Non-College Core Curriculum (0)	--	--	--
CALIFORNIA COMMUNITY COLLEGES (1 in 1976; 2 in 1980)			
1976 (4)	2.32	2.38	+ .06
1980 College Core Curriculum (12)	2.42	2.48	+ .06
1980 Non-College Core Curriculum (5)	1.89	1.88	- .01

*Special Action information not available for 1976 students at the University

**One of the five majored in business.

Note: The number of average credits completed may exceed the number of average registration date.

Source: California Postsecondary Education Commission

1980 BANNING GRADUATES IN SELECTED INSTITUTIONS

Average Credits Attempted at Initial Registration	Average Credits Completed	Withdrew During First Year	Major		
			Math/ Science	Humanities	Undeclared or N/A
41.8	41.1	0	1	1	4
31.5	32.4	2	4	1	10
29.4	26.9	0	3	1	13
32.8	30.5	1	1	1	4
28.6	28.8	2	5	0	10
33.8	26.5	2	1	1	8
32.7	31.6	2	6	3	2
33.3	33.5	0	5	1	7
29.4	27.4	1	2	1	1
28	18	3	1	0	0
31.1	31.1	1	2	4	0
36.0	36.0	0	3	0	2
--	--	--	--	--	--
27.5	27.5	2	N/A	N/A	4
17.7	17.7	5	N/A	N/A	12
15.4	14.0	0	N/A	N/A	5**

of California.

credits attempted as a result of students enrolling in courses after the initi

4. 1976 and 1980 Banning graduates attending selective independent universities performed at approximately the same level. However, on the average, 1980 College Core Curriculum graduates attempted and completed more credits in science and engineering courses than 1976 Banning graduates.

5. 1976 and 1980 Banning graduates admitted by special action into the California State University performed at approximately the same level. Similarly, the 1976 and 1980 College Core Curriculum graduates admitted to the State University through regular admission also performed at the same level in terms of grade-point average. However, 1980 non-College Core Curriculum participants admitted through regular admission performed less well than those students who participated in the program for four years.

SUMMARY

Providing access to educational opportunities beyond high school for low-income and underrepresented ethnic minorities has been an explicit State goal for the past seven years. Postsecondary institutions have expanded the opportunities for access of these students, and greater numbers are applying to and being admitted. But the number who continue their college education to degree completion remains small, in large part because of poor academic preparation for college at the secondary level.

The College Core Curriculum at Banning High School is one of a few new programs in California that seek to remedy this situation. Since 1976, it has brought together teachers, parents, junior high school staff, and college and university students and staff to try to increase college motivation, performance, and persistence of Banning's graduates. Approximately 50 percent of the 1980 College Core Curriculum graduating class at Banning High School had been below grade level in reading and a third had been below grade level in mathematics prior to enrolling in the program.

Based upon the data and analysis presented above, the following conclusions about the program seem warranted:

- Despite the variance in academic abilities and aspirations, the first graduating class of the College Core Curriculum took considerably more A through F semester courses required for admissions by the University of California, particularly in mathematics and English, than their 1976 college-bound counterparts.

- While the mean grade-point average for College Core Curriculum participants dropped .2 points from that of 1976 college-bound seniors, the mean verbal and mathematics Scholastic Aptitude Test (SAT) scores which were recorded for 1980 College Core Curriculum seniors slightly increased over those of the 1976 college-bound group. This trend is in contrast with the national, statewide, and school declines in mean SAT scores.

- More ethnic minority students at Banning have taken the Scholastic Aptitude Test (SAT) since the inception of the program.

- More College Core Curriculum students seem to be attending four-year institutions, particularly the State University, compared to the college-going members of the class of 1976.

- The proportion of the entire Banning graduating class attending college has increased over the course of the years studied.

- The College Core Curriculum appears to be better preparing students for college study at public four-year colleges as evidenced by less decline in the grade-point average between high school and college-level study from 1976 to 1980.

- Finally, 1980 College Core Curriculum graduates (for whom college GPA's were available) admitted by either regular or special action performed better at the University of California during their first year than did 1976 Banning graduates and considerably better than their 1980 non-College Core Curriculum counterparts.

In summary, while data on the postsecondary activities of graduates of the College Core Curriculum are limited, the available evidence concerning the high school performance of program participants indicates that the program has been successful in achieving at least some of its objectives and that it is worthy of observation by other secondary schools throughout the State.